

Curriculum Planning Cycle

Reflective Curriculum Planning Process

(California Preschool Curriculum Framework, Volume 3, page 31)

- The process is a recurring cycle; some part of the process always is engaged for individual children, small groups, and large groups.
- Reflection is the “glue” that connects the various components of the process.

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Curriculum Planning Cycle

Reflective Curriculum Planning Process

(California Preschool Curriculum Framework, Volume 3, page 31)

- The components of the curriculum-planning process are implemented repeatedly in daily routines and activities and across environments, materials, and interactions.
- Documentation is a process as well as a product.

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Curriculum Planning Cycle

Define

- Observing
- Documenting
- Planning
- Implementing



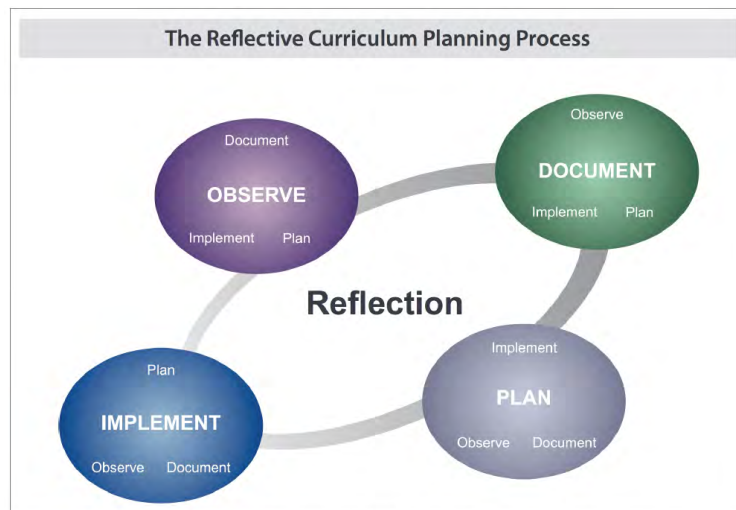
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Curriculum Planning Cycle

The Reflective Curriculum Planning Process



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Curriculum Planning Cycle

Reflective Curriculum Planning Process

- How and when are observations done?
- What are the systems for documentation?
- How is reflection supported and facilitated?
- How and when does planning occur? Who is involved?

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Curriculum Planning Cycle


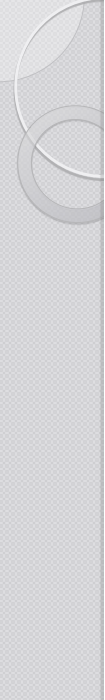
Reflective Curriculum Planning Process

- How does planning address individual children, child-initiated activities, small group activities, large group activities, and teacher-directed activities?
- How do observations and reflection influence daily routines?
- How are families involved in the planning process?

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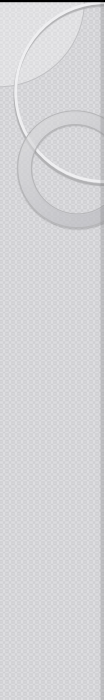
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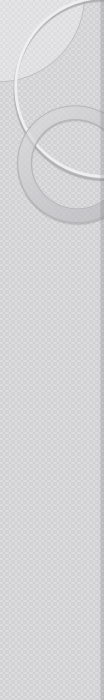
- What stood out for you from this exploration of the curriculum-planning process?
- What was particularly interesting or engaging? What was concerning or confusing?

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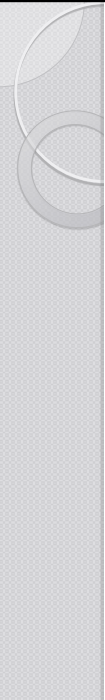
- What questions did this raise for you about using this curriculum-planning process in your teaching? Which component(s) do you feel you can do? Where would you like more support?
- What is one idea or strategy you learned about the curriculum-planning process that you will apply in your work with children and families?

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- What are some ideas, concepts, or strategies that you learned from this class session?
- Which ones reinforced what you have already learned or experienced? Which ones were new or caused you to think differently about teaching preschool children and/or engaging their families?

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California Preschool Curriculum Framework, Volume 3



- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped?
- How will you decide what to apply from this class session in your work with preschool children and/or their families? What will you do to ensure you will implement what you have decided to use?

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